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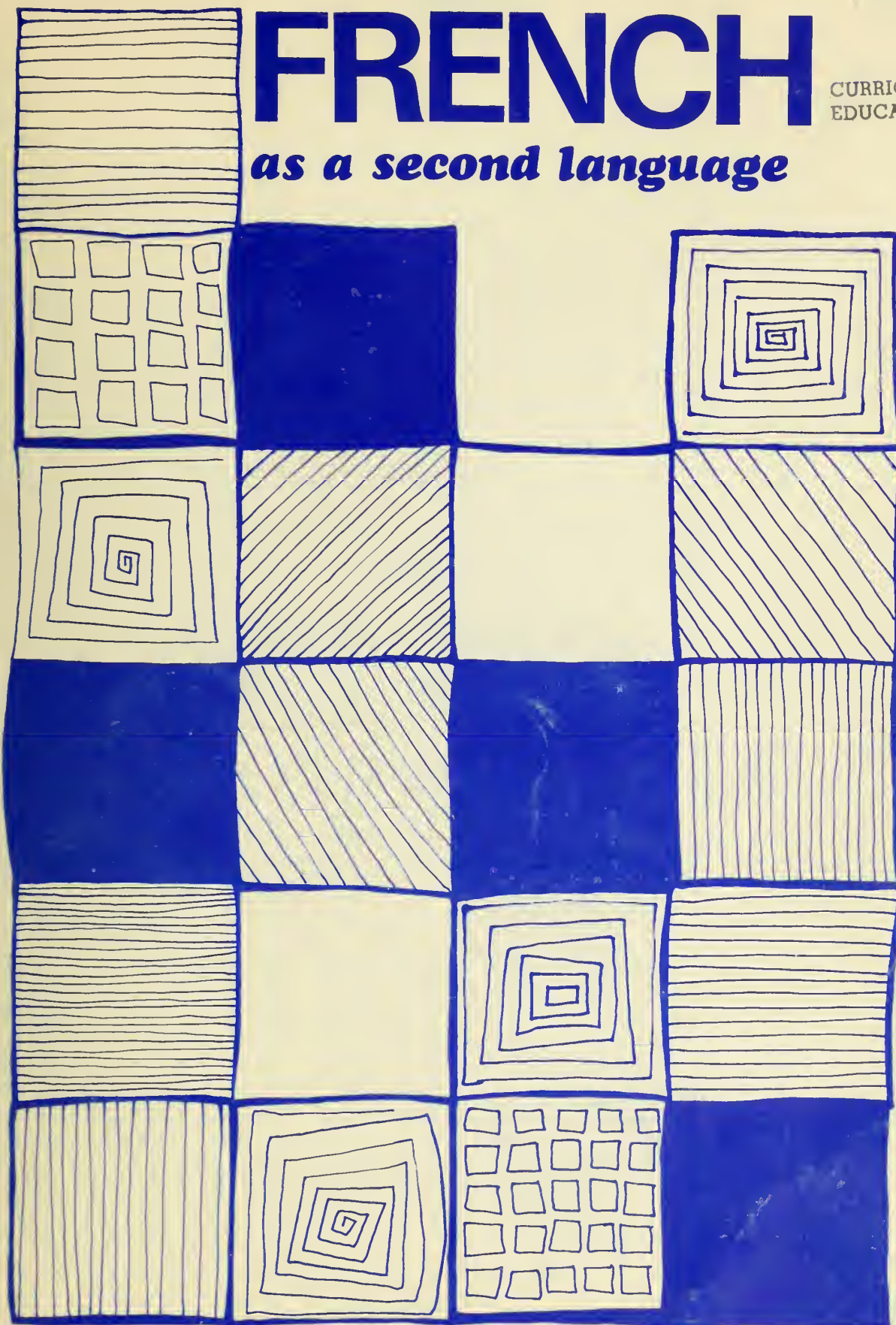
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Curriculum Guide

FOR

ELEMENTARY FRENCH

(second language)

DEPARTMENT OF EDUCATION
EDMONTON, ALBERTA
September, 1970



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The Ad Hoc Committee operated under the guidance of the Elementary School Curriculum Board.

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NOTE: This Curriculum Guide is a service publication only.

I. RATIONALE FOR THE LEARNING OF SECOND LANGUAGES IN ELEMENTARY SCHOOLS

A. WHY LEARN A SECOND LANGUAGE?

The last decade has witnessed a rapid increase in the number of students enrolled in the learning of second languages in both Canada and the United States. The reasons for introducing earlier and longer sequences of second language programs usually have been based on utilitarian considerations. The justification for the learning of second languages, however, should be predicated on a humanistic as well as a practical rationale. The acquisition of a second language assumes that the student who is able to communicate in that language will have in his possession a substantial body of useful knowledge and skills. Of more lasting value, it should be noted, are the satisfying experiences in second language learning which will have produced certain attitudes and insights, not as readily acquired through the study of any other discipline.

Effective language learning results in a broadening experience for the individual by providing him with the means of viewing the world with a different perspective as well as the means of entering into the culture of another people. In this way, language learning becomes more than just a means of attaining communication skills.

B. WHY LEARN A SECOND LANGUAGE IN ELEMENTARY SCHOOLS?

There are psychological, sociological, educational and neurological reasons why second language learning might begin in elementary school.

1. Psychological Reasons

There are several important psychological factors favoring the learning of a second language in elementary school. Experience with established elementary second language programs in Cleveland, Ohio and El Paso, Texas, show that when a child enters school with a sufficient command of his native tongue, there is little danger that he will confuse the second language with his mother tongue. (See Appendix A.) This assumes, of course, that the second language instruction avoids the written language in the early stages.

Young children are intrigued by words and language and like to experiment with new and different sounds. Furthermore, they have no interest in the analysis of language as adults do, but instead show an interest only in using the language.

Young children have few inhibitions and do not fear making mistakes, both of which are desirable qualities in learning a second language. (See Appendix B for other psychological reasons.)

2. Sociological Reasons

"Since antipathies, that develop as reactions to foreigners, are more likely to appear in monolingual persons than in those who have experienced direct communication in a foreign language, FLES (Foreign Languages in the Elementary School) can help children in monolingual areas develop a positive attitude toward people who speak other languages by offering insight into the characteristics, activities and even thought processes of the speaker themselves."¹ (See Appendix C for a summary of a report issued by the University of Illinois of an experiment involving Grade V pupils.)

3. Educational Reasons

Proficiency in a second language, because of the enormity of the task involved, requires a long-range study sequence. (See Appendix D.) In order to achieve a nine-or ten-year sequence, instruction must begin in Grade III or IV. A study of the table in Appendix E will reveal that many countries recognize the need for early introduction of the second language program.

¹Mildred R. Donoghue, *Foreign Languages And The Elementary School Child* (Dubuque, Iowa: Wm. C. Brown, 1968), page 9.

Research has been done to determine the effect of second language learning upon achievement in basic subject areas. Mildred Donoghue reports four studies which generally show the same results, that is, that a second language can be taught daily without adversely affecting achievement in other subjects and without lengthening the school day. (See Appendix F for pertinent research studies.)

What effect does the elementary program have upon later achievement in high school? Those students who begin a second language in elementary school speak and understand the language better than those who first begin in secondary school. Furthermore, their experience in elementary school permits them to enroll in advanced classes which are suited to their level of interest and maturity. (See Appendix G.)

4. Neurological Reasons

Although scientific evidence is somewhat conflicting, two neurologists, Dr. Paul Glees of England and Dr. Wilder Penfield of McGill University, Montreal, both support early introduction of second languages. Penfield says that "We must face the fact that the young organism has a capacity for the acquisition of new speech mechanisms which the adult no longer possesses to the same extent. Hence use ought to be made of this plasticity of the brain in the early years, because for a young brain it is no more difficult to learn two or three languages than it is to learn one."²

Penfield bases his views on the results of studies of brain damage at different stages of life. A child who has lost the use of one hemisphere of his brain and has become aphasic can relearn language whereas adults cannot.³ Glees says that speech does not represent a skill requiring a trained mind or greater experience. The proper functioning of the motor speech center depends on the type of experience which is communicated to one person by others. Glees also stresses the limited capacity of human beings for speech insofar as age is concerned and recommends early exposure.

C. WHY LEARN FRENCH AS THE SECOND LANGUAGE IN ELEMENTARY SCHOOLS?

In the Canadian context of today, the following reasons are advanced for the learning of French as a second language in the elementary schools:

1. Historical Reasons

It is commonly accepted that the French established the first permanent European settlements in what is now Canada, that subsequently these settlements came under English rule as a result of the Treaty of Paris, 1763, and that the French-speaking inhabitants were at that time given the legal right to the use of the French language. Now, the official languages in Canada are English and French.

2. Economic Reasons

A knowledge of French can be useful for employment in business, education, radio and television broadcasting, entertainment, journalism, the federal civil service and the armed forces.

²H. H. Stern, *Foreign Languages in Primary Education* (London: Oxford University Press, 1967), page 26.

³It should be noted that Dr. C. C. Anderson, University of Alberta psychologist, writing in Volume XII, Number 1, March 1966 of *The Alberta Journal of Educational Research* seriously questions Penfield's investigational procedures. Dr. Anderson states that "... there is no evidence for Penfield's contention, only inferences from neurological findings, and social-linguistic observations" [page 64]. The absence of operational definitions and the practice of making "... statements about the behavior of an intact organism derived from influences based on the study of impaired organisms ..." are also criticized by Anderson [page 65].

3. International Reasons

French is one of the five official languages of the United Nations. Geographically, it is also one of the most widely distributed languages in the world today. Reference to the table in Appendix E will indicate that French is a language of international significance.

4. Cultural Reasons

The French-speaking element is one of the features which distinguishes Canada from the United States. The contribution of French-speaking Canadians, particularly in the province of Quebec, in the areas of music, art, drama and literature is a significant one. To be able to share these experiences as well as similar cultural experiences emanating from other parts of the French-speaking world is in itself a worthwhile objective.

II. OBJECTIVES AND SUGGESTED COMPETENCIES

A. OBJECTIVES

The long range goals in the study of modern languages other than English are effective communication and cultural understanding. The specific goals are to:

- a. Understand the language when spoken at normal speed on a subject within the range of a student's experience.
- b. Speak well enough to communicate with a native speaker on a subject within the range of the student's experience.
- c. Write, using authentic patterns of the language.
- d. Read with direct understanding, without recourse to English translation, material on a general subject.
- e. Understand linguistic concepts, such as the nature of language and how it functions through its structural system.
- f. Understand, through the language, the contemporary values and behavior patterns of the people whose language is being studied.
- g. Acquire an understanding of the significant relationships between the features of the area or country (geographic, economic, political, historical) and the language itself.
- h. Develop an understanding of the literary and cultural heritage of the people whose language is studied.⁴

NOTE: The objectives stated in the preceding section are intended as overall goals in a sequence of modern [second or other] language study extending from the Elementary School years through the secondary level. While the cultural understanding and acquisition of significant knowledge aims remain valid at the elementary level, the achievement of skills should emphasize the acquisition of audio-lingual structures. At the elementary level the reading and written skills may also be attempted but to a limited degree.

⁴Adapted from *Guidelines for NDEA, Title III*, issued by the U.S. Department of Health, Education and Welfare, Bureau of Educational Assistance Programs, January 1965.

B. TERMINAL BEHAVIOR - OVERVIEW

The following scheme suggests the linguistic and cultural competencies to be developed in a second language program beginning at the elementary level and extending throughout the Secondary School years.



C. TERMINAL BEHAVIOR - LEVEL I

	PHONOLOGY	STRUCTURAL CONCEPTS	VOCABULARY	CULTURAL AND SOCIETAL VALUES
LISTENING The ability to:	distinguish, in meaningful utterances, among the various phonemes* and among the assertive, interrogative, and imperative intonation patterns.	recognize changes in meaning resulting from changes in word forms.	understand familiar vocabulary in conversations about familiar situation.	appreciate the major differences between his own way of life and that of a child in the target culture.
SPEAKING The ability to:	produce French phonemes, intonation patterns, and cadence patterns in a manner satisfactory to native speakers.	employ appropriate structural changes orally.	employ familiar vocabulary effectively when speaking to a fluent speaker about a familiar topic or when otherwise engaged in a speaking situation.	
READING† The ability to:	read orally a text based on previously learned material.	recognize changes in meaning resulting from structural changes in simple written material.	recognize familiar vocabulary in printed form.	participate in activities and discussions related to the content listed under Cultural and Societal Values, p. 10
WRITING† The ability to:	represent in graphic form the meaningful sound distinctions of French.	employ learned structural changes in carefully controlled written activities.	employ familiar vocabulary in simple written activities.	
	<p>* A phoneme for our purposes is any phonological element which will produce a change in meaning when another is substituted for it;</p> <p>e.g. i. the substitution of /y/ for /u/ in "boue" will change the word to "bu";</p> <p>ii. the substitution of interrogative intonation will change "Il est ici" to "Il est ici?"</p> <p>e.g. to be able to hear differences such as mère/père (which exist in English) as well as beau/bon (which exists only in French).</p>		†The objectives stated on page 6 are intended as long range goals in modern (second or other) language study extending from the elementary school years through the secondary level. While the cultural understandings and acquisition of significant knowledge aims remain valid at the elementary level, the achievement of skills should emphasize the acquisition of audio-oral structures. At this level, the elementary and written skills may also be attempted but to a limited degree.	

D. TERMINAL BEHAVIOR - LEVEL I: SPECIFIC EXPECTATIONS FOR THE ELEMENTARY SCHOOL

1. Phonology

A student should be able to demonstrate control of the phonological elements listed below:

- a. All vowel phonemes with particular attention to /y/ as in “bu”, /ø/ as in “feu”, and the four nasal forms.
- b. All consonant phonemes, with special attention to interference problems such as /r/.
- c. All semiconsonants, /w/ as in “oui”, /y/ as in “huit”, and /j/ as in “fille”.
- d. Sentence cadence (rhythm).
- e. Three patterns of intonation - statement, interrogative, imperative.
- f. Obligatory liaisons such as vous avez (vuzave).

2. Structural Concepts

A student should be able to demonstrate control of the structural concepts listed below:

- a. Determinatives - Definite: le, la, l', les
Indefinite: un, une, des
Partitive: du, de la, des
Possessive: mon, ma, mes, etc.
Demonstrative: ce, cet, cette, ces.
- b. Nouns - singular, plural, masculine, feminine, regular; irregular only if frequent, e.g., l'oeil, les yeux.
- c. Adjectives - singular, plural, masculine, feminine, agreement, position.
- d. Pronouns - Demonstrative: c'est, ce sont, ça
Interrogative: qui, que
Reflexive: Je me lève, etc.
Personal: a. subject and object
b. vous versus tu
c. on when used for nous
d. position of personal pronouns (with only one in sentence).
- e. Verbs - common regular verbs and irregular verbs such as: aller, boire, vouloir, pouvoir, acheter, mettre, prendre, être, avoir, faire; infinitive present; immediate future; imperative: passé composé with avoir and être only for most common verbs; reflexive (most common) such as se lever, s'appeler, s'en aller.
- f. Numbers - ordinals (commonly used) and cardinals (at least to 100).
- g. Interrogative adverbs - quand, où, comment, combien, pourquoi.
- h. Basic word order in statements.
- i. Interrogative forms especially est-ce que, qu'est-ce que.
- j. Negation: ne ... pas, ne ... jamais, ne ... rien, ne ... personne.

3. Vocabulary

A student should be able to demonstrate control of the vocabulary items common to the majority of the themes listed below:

- | | |
|------------------------|----------------------------|
| a. Family | k. Parts of the Body |
| b. Meals | l. Health |
| c. School | m. Occupations |
| d. Clothing | n. Special Occasions |
| e. Home | o. Telephone Conversations |
| f. Sports and Games | p. Restaurant |
| g. Shopping Situations | q. Transportation |
| h. Holiday Activities | r. City, Town or Farm |
| i. Animals | s. Calendar and Time |
| j. Weather and Seasons | t. Daily Routine. |

A good program will include the structural concepts and vocabulary items necessary to discuss many of the centers of interest listed above. It should be noted that in some programs the vocabulary related to a specific topic is often developed over several units while in others it is grouped in a single center of interest.

4. Cultural and Societal Values

A student should demonstrate an appreciation of the major differences between his own way of life and that of a child in the target culture with respect to the following activities and aspects of living:

- a. Holidays
- b. Songs
- c. Simple Poems
- d. Games
- e. Comparisons in Living.

III. IMPLEMENTATION OF THE FRENCH LANGUAGE PROGRAM

A. RECOMMENDED PROGRAMS

The following instructional materials are recommended for use in the Elementary School program:

Bonjour Line - Part I

Marcel Didier (Canada) Limited
1442 McGill College Avenue
Montreal 2, Quebec

Le Français Partout - Cours Préliminaire

Le Français Partout - I

Le Français Partout - II

Holt, Rinehart and Winston of Canada Ltd.
833 Oxford Street
Toronto 18, Ontario

Parlons Français, Levels I, II, III

D. C. Heath, Canada
Suite 1408
100 Adelaide Street West
Toronto 1, Ontario

Teachers are encouraged to examine the instructional materials available for all three recommendations in the light of the terminal behaviors suggested for Level I prior to making a decision with respect to the materials which will be selected in a particular system.

B. SUGGESTED MINIMUM COURSE CONTENT

The content to be attempted should reflect a concern for the terminal behavior suggested on page 9 rather than place undue emphasis on the content from any one of the recommended programs. The attainment of the suggested terminal behavior is predicated on the assumption that daily periods of sufficient length will be allocated to the learning of French as a second language.

1. Suggested Course Content in the Elementary Grades

Bonjour Line - Part I

Grade IV	Units 1 to 8, including 5 bis plus the appropriate Exercices en Images as suggested in <i>Bonjour Line Teaching Guides</i> published by Chilton Books.
Grade V	Units 8 to 15 including 10 bis plus the suggested Exercices en Images.
Grade VI	Units 16 to 24 plus the suggested Exercices en Images.

NOTE:

There are three remaining units (25, 25 bis and 26) which might be considered for enrichment or supplementary activities.

Le Français Partout

Grade IV

Grade V

Grade VI

Le Français Partout - Cours Préliminaire

Le Français Partout I

Le Français Partout II

Parlons Français

Grade IV

Grade V

Grade VI

Parlons Français - Level I

Parlons Français - Level II

Parlons Français - Level III

Schools electing to begin the learning of French in earlier grades will need to make adaptations in the selection of texts to meet individual circumstances.

C. RECOMMENDED INSTRUCTIONAL MATERIALS

To teach audio lingual courses in French certain equipment and instructional materials are essential. Other materials, while being highly desirable, are not absolutely essential. Still other aids, although useful, are less necessary to successful teaching. The following is a priority grouping of the materials of each recommended program under the headings *Essential*, *Highly Desirable* and *Useful*.

Bonjour Line - Part I

a. **Essential**

Filmstrips and tapes

Tape recorder

Filmstrip projector

Table and extension cord

Daylight screen

Teacher's Guide by H. Gross and B. Mason

b. **Highly Desirable**

Remote control apparatus for recorder and projector

c. **Useful**

Disques d'accompagnement (record)

Livre d'images de Bonjour Line, Part I, Lessons 1-13

Livre d'images de Bonjour Line, Part I, Lessons 14-26

Livret de l'élève - Part I

Le Français Partout - Cours Préliminaire

a. **Essential**

Teacher's text

Wall charts

b. **Useful**

Student's disc recordings (5-7" discs, 33 1/3 r.p.m.)

Tape program

Student's book

Tape recorder

Le Français Partout I And II

a. **Essential**

Student's book

Teacher's book

b. **Highly Desirable**

Tape program

Student's disc recordings

Tape recorder

c. **Useful**

Wall charts for *Le Français Partout I*

Flashcards for *Le Français Partout II*

*Parlons Français**

a. **Essential**

Films or videotapes

Projector and screen

Teacher guide books

b. **Highly Desirable**

Teacher practice and drill records

Record player

c. **Useful**

Testing materials

Student practice and drill records

* In addition to the televised films, it is suggested that the films or videotapes are necessary to implement this program successfully.

D. ADMINISTRATIVE CONSIDERATIONS

There are administrative considerations which contribute in a large measure to the successful implementation of the French program. In this connection, the following suggestions may answer questions frequently asked by administrators:

1. Which Elementary Grades Should Take French?

Some type of instruction in French might well begin in the early Elementary School years. However, in view of present problems in articulation and in teacher supply, Grade IV is probably a better beginning point. School jurisdictions should not feel restricted to Grades IV, V and VI if the problems mentioned can be solved.

2. Should the Learning of French be Compulsory or Elective?

French is not a compulsory subject in Alberta Elementary Schools and school jurisdictions are free to choose whether or not they will offer it. Following are some of the advantages and disadvantages encountered when French is made compulsory in the Elementary Schools within particular school jurisdictions:

Advantages

- a. All pupils will have some exposure to second language instruction.
- b. Scheduling is less difficult than if it is elective. If pupils may elect French, some provision must be made for the instruction or supervision of those who elect not to take it.
- c. Articulation problems between Elementary and Junior High are reduced because all pupils entering Junior High school will have had exposure to the same amount of French.

Disadvantages

- a. There may be parents who have very strong objections to the offering of second languages in Elementary School.

b. The freedom to choose is usually more attractive than compulsion.

3. Should Selected Pupils only be Permitted to Take French in Elementary School?

The answer is *no* for the following reasons:

- a. Available research shows that most elementary pupils can profit from second language instruction.
- b. Available research demonstrates that the correlation between intelligence as measured on I.Q. tests and achievement in second languages is no greater nor no less than that between intelligence and core subjects. The I.Q. factor is important, but no more so than for other subjects.
- c. While there are second language aptitude tests available, their validity at this level has been questioned.
- d. A 1966 survey of FLES in 31 American cities revealed that only five of the thirty-one had a policy of limiting second languages to the intellectually superior.

4. What Competence is Required of Teachers?

Teachers should have training in Elementary French methods and they should have good control of the language. They should at least be able to manipulate the language within the limits of the materials being used with an accent which would not be offensive to a native speaker.

5. What Length Should French Periods Be and What is the Recommended Frequency of Periods?

Because the Elementary French Program is mainly aural-oral in nature, periods should probably not exceed thirty minutes in length. On the other hand, periods less than fifteen minutes long are of questionable value.

Daily periods are essential if the program is to be successful. Two periods of French per week are not sufficient to offer an effective program. Because of the length of time between periods, pupils forget what they learned in the previous period and an inordinate amount of time must be spent reviewing before new material can be introduced. This ultimately means that less material can be learned and the slower rate of progress is unsatisfactory for both teacher and learner.

6. How Much French Might a Teacher be Expected to Teach in One School Day?

Obviously, this will vary with the individual, but as a general rule it is suggested that teachers not teach more than one-half day of French. There are two reasons for this suggestion. First, French in Elementary School is in large measure an aural-oral skill subject with limited opportunity for relief for the teacher by having pupils read and write. Secondly, teachers could teach eight periods of French or between 200 and 240 pupils in a half-day. Meeting more than this number of pupils one day would be inadvisable.

7. What is the Recommended Maximum Number of Pupils in a French Class?

It is recommended that classes should not exceed twenty-five pupils. The learning of a language using an oral approach requires the active participation of every member of the class. Although some choral group work can be done, there must also be a considerable amount of individual repetition and response. In order to give individual pupils the opportunity to participate more frequently and thus learn more efficiently, the number in the class should be limited.

8. Since French is a Sequential Program, what are the Administrative Implications?

Terminal behavior expectations for Level One have been estimated on the basis of three years of study in Elementary School. This means that pupils should have the opportunity to take French for three consecutive school years irrespective of grades or levels used in the particular school system.

9. Is Supervision or Co-ordination Necessary for the Elementary French Program?

Yes, for the following reasons:

- a. To assist teachers in teaching methods.
- b. To consult with administrators on the administrative conditions necessary to implement the program.
- c. To assist in staffing.
- d. To assure that articulation with Junior High is effected.
- e. To evaluate new materials.
- f. To effect a formal evaluation of the total program.

In smaller school jurisdictions, consideration might be given to a part-time supervisor or co-ordinator.

10. Is There Provision for Articulation with Grade VII?

Yes, however, this is contingent upon the successful administration and teaching of the Elementary French Program and the availability of a co-ordinator or supervisor to arrange the necessary meetings between Elementary and Junior High teachers.

IV. TEACHER REFERENCES

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APPENDICES

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APPENDIX A

An article by Esther W. Lopato entitled "FLES and Academic Achievement", which appeared in the April, 1963 issue of *French Review* on pages 499-506, reports a study conducted in Bayside Queens, New York. Achievement in reading and language was compared for FLES (Foreign Languages in the Elementary School) and non-FLES groups and findings revealed no significant differences between the groups. What differences did exist favored the FLES group.

APPENDIX B

Other psychological reasons for learning a second language in Elementary School are:

- “1. The curve of learning by imitation is highest in the first decade of life.
2. Children are curious about people in other lands due to the impact of mass media and through the material studied in other curricular areas.
3. Children memorize easily.
4. Success in the new activity of learning a second language often permeates other learning activities and gives the child renewed interest in school.
5. Results of a seven-year survey show that students who stutter when speaking English do not display the same tendencies when speaking foreign languages in the classroom.
6. There is increasing evidence that learning a foreign language has a positive transfer effect upon the mother tongue and enables the child to understand his mother tongue better.”⁵

⁵Mildred R. Donoghue, *Foreign Languages And The Elementary School Child* (Dubuque, Iowa: Wm. C. Brown Publishers, 1968), page 15.

APPENDIX C

Summary Of A Report Issued By The University of Illinois On An Experiment Involving Grade V Pupils

"The control group was constituted of sixty-three children from five classrooms who had not studied Spanish while the experimental group included sixty-three pupils who had twenty-minute daily lessons in the Spanish language and Hispanic culture for two years. These FLES pupils also came from five classrooms, three of which were taught by specialists while two used television and tapes guided by the regular classroom teachers. To equate at least partially the factor of teacher personality, the televised programs and tapes seen by two classrooms were made by the same specialists that taught the other three classrooms. Otherwise, the pupils in both groups resembled each other in characteristics which it was believed might affect attitude formation: school experience, socioeconomic status, chronological age, sex, and intelligence.

Both groups were administered an eight-page questionnaire especially devised by university professors to determine attitudes. In order to avoid having the fifth graders associate the test with foreign language teaching, however, the instrument was entitled *A Social Studies Questionnaire* and was administered during the social studies period by a person with no foreign traces in his manner, speech, or appearance. The questionnaire dealt with foreign cultures which were represented by a number of languages besides Spanish for the countries discussed were Russia, Spain, Germany, Mexico, France, Argentina and Bolivia. The last part of the questionnaire asked each pupil to select the foreign-speaking child (Russian, Spanish, French, or German) that he would like most to have as a friend and then to explain in writing why he would prefer that child to the other three listed.

This experiment concluded that FLES pupils had significantly more positive attitudes toward the Spanish-speaking peoples they had studied than did the non-FLES group. (They also had more positive attitudes toward the Spanish-speaking peoples which they had *not* studied, though to a lesser degree.) A further breakdown revealed that, in comparing the two FLES approaches, the group using specially prepared television and tapes tended to have more positive attitudes toward Spanish-speaking people than did the group which received instruction from specialists.

Finally, regardless of instructional method, FLES pupils did *not* generalize their positive attitudes toward Spanish-speaking peoples to other foreign-speaking peoples; indeed, non-FLES pupils experienced more positive attitudes than their FLES-mates toward foreign-speaking peoples other than Spanish-speaking ones."⁶

⁶Mildred R. Donoghue, *Foreign Languages And The Elementary School Child* (Dubuque, Iowa: Wm. C. Brown Publishers, 1968), page 10.

APPENDIX D

Time Required For Proficiency In A Second Language

"The Foreign Service Institute of the U.S. Department of State has conducted intensive foreign language programs aimed at achieving functional mastery in listening, speaking, reading, and writing French, German, Italian, Russian, and Spanish. Subsequent research suggests that six hundred hours of classroom activity are required to achieve functional mastery of French, German, Italian, or Spanish. Russian required approximately eleven hundred hours. These figures represent only the hours of necessary classroom exposure and do not include the time spent in home study."⁷

In an address to the Pacific Northwest Conference on Foreign Languages on April 11, 1969, in Portland, Oregon, Dr. Edwin C. Broome, Academic Dean of the Defense Language Institute, stated that twenty-four weeks of nine hours per day in classes not exceeding nine students are required to produce bilingual speakers in the French and Spanish programs. This is the equivalent of 1,080 hours of classroom study. It should be noted that all teachers are native speakers, the best equipment and materials are available, students are highly motivated and are selected partly as a result of high aptitude for learning second languages.

The ideal conditions suggested for the Defense Language Institute cannot be approximated in existing Alberta classrooms. Accordingly, the expectations relevant to language fluency are to be adjusted because of factors such as:

- a. student-teacher ratio,
- b. teacher preparation,
- c. availability and utilization of instructional materials,
- d. motivational considerations, and
- e. scheduling procedures.

⁷Edward D. Allen, Leona M. Glenn, and Frank Otto, *The Changing Curriculum: Modern Foreign Languages*, 1968. Association for Supervision and Curriculum Development. N.E.A., 1201 Sixteenth Street N.W., Washington, D.C. 20036, page 35.

APPENDIX E
Countries Offering Foreign Languages In The
Elementary Classrooms - 1961*

Country Or Region	Chief Foreign Language	Average Starting Age Of Students
Argentina	English or French	7
Australia - Northern Terr.	English	6
Australia - Terr. of Papua and New Guinea	English	8
Australia - Trust Territory of Nauru	English	Below 6
Austria	English or French	10
Belgium	French or Flemish	8
Bulgaria	Russian	12
Byelorussian S.S.R.	Byelorussian or Russian	7-8
Canada	English or French	9
Ceylon	English	8-9
Denmark	English	7-8
Fed. Republic of Germany and West Berlin	English or French	9-10
Finland	Finnish or Swedish	10
France	English	7
Hungary	Hungarian as 2nd language	6
	Russian	10
India	Hindi or English	7
Indonesia	Bahasa Indonesia	8
Israel	Hebrew or English	9-11
Italy	French or English	7
Kenya	English	8-9
Kuwait	English	10
Luxembourg	German and French	6-7
Madagascar and French —		
Medium African States	French or English	6
Morocco	French	8
Netherlands	French, German, English and Esperanto	9
Nigeria	English	6-7
Norway	English	12
Pakistan	English	8
Spain	French	5
Sudan	English	11
Sweden	English	10
Switzerland	French or German	10
Thailand	Chinese or English	10
United Kingdom - England	French	10
United Kingdom - Nor. Ireland	French, German or Irish as 2nd language	8
United Kingdom - Wales	English or Welsh	7-8
U.S.S.R.	Russian as 2nd language	6
United States	Spanish or French	8-9

*Adapted from *Education Abstracts: Second Language Teaching in Primary and Secondary Schools*, XIII, 3 (New York: UNESCO Publications Center, 1961), pages 9-52.

APPENDIX F

Effect of Second Language Learning on Basic Subjects

"A two-year experiment in the Oakmont, Pennsylvania, schools which introduced French to middle-graders showed no significant differences on the standardized Metropolitan Achievement Battery in the basic subjects between the performance of four classrooms that studied French daily and the non-FLES classrooms. The foreign language pupils at the end of the fourth grade showed an average performance equivalent to that of beginning sixth grader pupils in reading, arithmetic, language usage, and spelling.

Similar results were attained in the experiment which took place in two public schools in metropolitan New York. In both schools, the groups of third graders were equated in grade placement, age, intelligence, and socio-economic status, and they received the Stanford Achievement Test, both at the beginning and at the end of the experimental period of one year. The experimental groups studying French daily evidenced greater achievement gain in seven out of eight instances; and, while in the eighth instance, the non-FLES control group evidenced a slight gain over the experimental group, this was not statistically significant.

Another and longer experiment was conducted by the public schools of St. Paul, Minnesota, to determine whether Spanish could be taught daily without adversely affecting achievement in other subjects and, incidentally, without lengthening the school day. Time for FLES had to be deleted from the times normally allotted to social studies, language, or arithmetic, and the standardized measuring instruments used to evaluate results were the Iowa Test of Basic Skills, the Stanford Social Studies Test, and the Otis Beta Intelligence Test. The three-year study involving 4,611 pupils in Grades four, five and six concluded that the experimental group of FLES pupils in six schools suffered no detrimental effect upon measured achievement in the subject areas of social studies, language, or arithmetic from which time had been taken for foreign language work.

The St. Paul findings agree with another study in the daily teaching of Spanish reported by the public schools of Champaign, Illinois. The Foreign Language Instruction Project of the University of Illinois found that necessary shortening of instructional periods in social studies, arithmetic and language arts allowed for FLES did not reduce the extent of average gain in pupil achievement as measured by the standardized Iowa Test of Basic Skills. In fact, the FLES groups of fourth graders showed greater achievement in reading vocabulary and reading comprehension than did the equated group of fourth graders with no foreign language study. In language skills, work study skills and arithmetic, the two groups varied little."⁹

⁹Mildred R. Donoghue, *Foreign Languages And The Elementary School Child* (Dubuque, Iowa: Wm. C. Brown Publishers, 1968), page 6.

APPENDIX G

"After five years experience with French at the University of Chicago Elementary School, Dunkel and Pillet found that FLES graduates not only spoke and understood French better than classmates who first began to study the language in high school, but the proficiency they had attained upon completion of their elementary school years allowed them to enter advanced classes which were better suited to their interests and maturity than beginning classes in language mimicry."¹⁰

¹⁰Mildred R. Donoghue, *Foreign Languages And The Elementary School Child* (Dubuque, Iowa: Wm. C. Brown Publishers, 1968), page 7.

APPENDIX H

Second languages belong in the elementary school for neurological reasons because:

- "1. A language is acquired in the first instance acoustically and is intrinsically dependent on certain neuro-anatomical processes and neurology would indicate that the sensory motor aspects of language which are so determined are more perfectly acquired—even in a second language—at an early age.
2. More positively, there are suggestions from neurophysiology that the complicated patterns of neuromuscular connections, in particular the rearrangement of neural pathways which are genetically determined to serve respiratory or digestive processes, must be made to serve instead the speech mechanisms.
3. Since the total receptor and effector capacity of the organism is limited neurbiologically, this limitation may be of great importance in learning another language.
4. The consequences of current neurophysiological views for the teaching of a second language deserve serious consideration whether one uses Glee's concept of limited capacity or Penfield's theory of plasticity.
5. There is no good reason against an early start from a neurophysiological point of view, and there are good positive indications for it."

"Mildred R. Donoghue, *Foreign Languages And The Elementary School Child* (Dubuque, Iowa: Wm. C. Brown Publishers, 1968), page 13.



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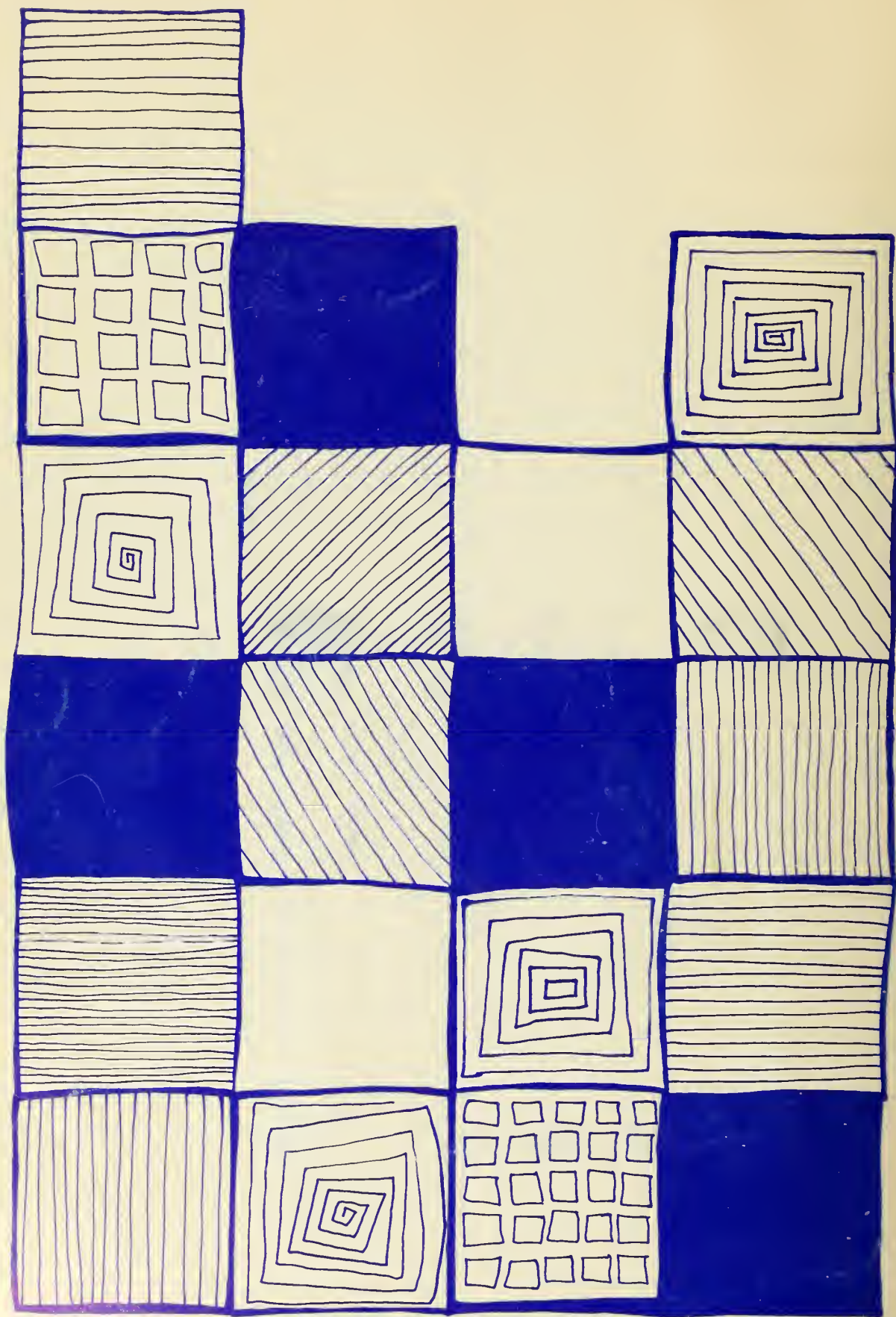


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